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ABSTRACT

This training checklist, designed to assist in educating and training federal court personnel, was developed to assure that every new officer received all of the training required for the adequate performance of his (or her) duties. The checklist is not a lesson plan. Substantive material and information available to the trainer (and listed here) are to be added to provide the knowledge needed. The format of the checklist begins before the officer enters on duty in a section called Prior to Employment. Further training guides list activities and information covered in the Orientation Training Phase, On-The-Job Training Phase (First to Sixth Month), and Professionalism (Six Months to Retirement). After listing major areas of concern to consider during the first week, the checklist follows a task analysis of the duties of a probation officer as outlined in Chapter 8 of the "United States Probation System Administrative Manual." In some instances additional or background information is provided to supplement a task. Some training resources are listed at the end. The authors recommend that as each item in the checklist is accomplished by a trainee, the date be placed beside that item and that the checklist later be filed as a permanent record of training. (HD)

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PROBATION OFFICER
TRAINING CHECKLIST

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A GUIDE FOR TRAINING NEWLY APPOINTED FEDERAL PROBATION OFFICERS

CE007594

(FJC No. 74-8)

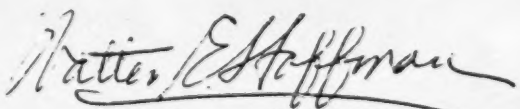
CE 007 594

FOREWORD

One of the most important responsibilities a supervisor is charged with is the training of new employees. This is especially true when the product of that service is the reclamation and betterment of human life, such as in probation and parole careers. Newly-appointed probation officers have a dramatic impact upon the lives of their clients. In addition, they can have tremendous impact upon the criminal justice system as a whole. The reduction of crime, and the ability of the probationer to lead a law-abiding life can be affected by the new probation officer in direct relationship to the way in which the assigned tasks are approached and accomplished.

No other resource has the potential for improving the persons who appear before our courts as does the properly educated and trained probation officer. The Federal Judicial Center has developed formal seminars to train as many of the members of the court family as our budget will allow. This training checklist will provide further assistance in educating and training federal court personnel. It provides the flexibility to make it a useful tool to the largest and smallest court staffs. It provides the guidelines to assure that each new officer is properly trained. It provides content based on the job description to cover every aspect of the job. The key to its successful use will be found in the ingenuity of senior staff members to adapt its content to their own situation.

I am sure this material will enhance the overall training efforts of our system and also the effectiveness of new officers.



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PREFACE

The training of any new employee is a vital function which must be accomplished. Training is a continuous process which begins when a person is employed and continues until retirement. The training of newly-appointed Federal probation officers therefore is a vital and important task which needs to be accomplished with adequate planning and proper preparation. Generally speaking, the effectiveness of any new probation officer will be greatly enhanced by a thorough and well-planned local training program.

All too often, training the new officer is assigned to someone who is already overworked by regular duties. Although coaching is a well recognized training method, an overworked employee often does not take the time to prepare properly for training a new employee. We realize that the federal system has many small offices which do not justify the need for a full-time training officer. In some offices, there is not enough turnover of personnel to justify even planning time for programs of orientation training to meet the needs of a single new officer with only one other staff member to train them. Training under this condition may therefore become a "watch me and see what I do" situation, rather than a formal, well-planned approach.

Coaching as a recognized form of training has proven to be very successful, provided the coach is well prepared and capable. However, a new employee will learn not only the positive, but also the negative from a coach. Therefore, when a staff member is considered for the training of a new officer, it is important that the strengths and weaknesses of the trainer be carefully evaluated.

There is no reason to believe that training takes place only in a formal setting. On the contrary, some of the best training can take place in informal settings, such as tours, participant observation, observation of another's actions, simulated and and actual experiences. People learn best by doing and being involved in what they are trying to learn, provided they are supervised and guided by a well-qualified supervisor operating with a plan. For example, the best way to learn how to write a presentence report is to write one under supervised guidance. The best way to learn how to supervise a group counselling session is to conduct one, all appropriately critiqued. However, certain background information, knowledge and skill must first be acquired.

A one-week orientation seminar is provided at the Federal Judicial Center for each new probation officer within several months after entering on duty. Chief probation officers and other staff members in various districts provide excellent instruction prior to and after the formal

session. On-the-job training, supplemented by materials in the United States Probation System Manuals; the publication, An Introduction to the Federal Probation System; and other materials all serve to enhance the training of the new probation officer. But all of this is not enough to assure that the new officer is adequately trained. Each probation office must develop a program of local training, individually tailored to meet the needs of the new officer.

PURPOSE

The purpose of this training checklist is to develop a guideline to assure that every new officer receives all of the training required for the adequate performance of his (or her) duties, preferably before the officer attends the formal seminar in Washington. It is intended to serve only as an outline or a guide and not as a detailed lesson plan. Substantive material and information will have to be added to provide the knowledge needed. This substantive material is available to the trainer from the United States Probation System's Administrative and Operations Manuals, official correspondence, various publications, worksheets, previous experience, and many other sources.

This checklist is intended to be a guide only. It will allow flexibility of training methods from coaching to a formal classroom lecture. It will also allow the trainer to know the progress made in covering a wide variety of material. Each user will want to be selective as to how much of the material is used.

We recommend that as each item is accomplished, the date should be placed in the space beside the number. When the entire program has been completed, it should be

signed by the training supervisor and placed in the file as a permanent record of training.

We realize that every situation cannot be covered in a training program. It will take years for the new officer to learn how to perform all of his (or her) tasks. This will be a never-ending training experience as laws, procedures and policies change.

The format of the checklist begins before the officer enters on duty. It includes some major areas of concern to consider during the first week. It then follows a task analysis of the duties of a probation officer as outlined in Chapter 8 of the Manual. In some instances, additional or background information is provided to supplement a task. At the conclusion of the checklist are some additional resources to improve on the training available.

Each chief probation officer is charged with establishing and directing a program of in-service training for his subordinate staff. We hope that this checklist will be a valuable tool in carrying out this responsibility.

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PRIOR TO EMPLOYMENT

The environment into which a new employee enters plays a very important part in his or her development. Persons are usually eager and excited about any new employment opportunities which face them. They are elated over their selection and anxious to embark on a new career. Nothing is more discouraging than to have an officer enter on duty only to find that no one is prepared. Therefore, before the new employee enters on duty, each chief should make adequate preparation for this important day.

Since there is usually a lapse of time between selection and actual entry on duty, time is often available for adequate preparation. Among the activities which could be accomplished during this interim period are:

____ A. Preparing the new employee:

____ 1. Assign selected portions of An Introduction to the Federal Probation System to be read prior to entering on duty.

____ 2. Encourage visits to your court.

____ 3. Introduce the candidate to staff members during interviews.

____ 4. Personally confirm the entry date.

____ 5. Assign a copy of the United States Probation System Administrative Manual one week in advance of the entry date. Suggest that this manual be read in its entirety before the first day of duty to allow for questions to be answered at that time. One local option might be to assign both manuals as soon as the court has approved a candidate. Also, assign publication No. 103 and 104.

____ B. Prepare the office:

____ 1. Be sure it is clean.

____ 2. Be sure all furniture is available (chair, desk, file cabinet, bookshelf, etc.).

____ 3. Install telephone and extension, if needed.

____ 4. Notify telephone switchboard operator that the new officer will be entering on a certain date and will be available on a given extension.

____ 5. Provide a new telephone directory.

____ 6. Provide a desk calendar.

____ 7. Provide necessary books, such as dictionary, thesaurus, manual, copy of last issue of Federal Probation, local directory of services, etc.

____ 8. Provide basic supplies, such as paper, pen, pencils, paper clips, etc.

____ 9. If probation cases are to be transferred, have them ready for review.

____ 10. Provide a map of the city and the court's districts.

____ 11. Provide necessary directories of most frequently used local phone numbers, district offices, other court personnel, etc.

____ 12. If applicable, provide name plate for door.

____ 13. Rubber name stamp (if used).

ORIENTATION TRAINING PHASE

Most staff are anxious to have a new staff member help with the existing workload. However, one mistake frequently made is to assign too much work too soon. A week spent in orientation will pay dividends in future work ability and capacity. Usually, one additional week will not seriously affect the work of the office, especially if the new employee is able to feel comfortable when actual duties begin. Therefore, it is suggested that the first week be devoted entirely to orientation to the office, the court and the criminal justice system. The order of the orientation will naturally have to depend upon schedules and work requirements. But, a definite training schedule should be arranged in advance.

____ A. Processing:

____ 1. Greet the new employee and review the schedule of his or her first day, first week, and first several months.

____ 2. Complete necessary paperwork for such things as insurance, health benefits, personnel actions, etc.

____ 3. Administer oath of office.

____ 4. Review the United States Probation System Administrative Manual Chapters 8, 9, 10, and 11 to answer questions related to previous reading assignments in these areas.

____ 5. Assign office space and introduce new officer to secretary, office mates, location of supplies, forms, equipment, etc.

____ 6. Prepare forms for identification cards.

____ 7. Explain auto insurance liability coverage for use of automobile in the line of duty.

____ B. Familiarize employee with his or her work area:

____ 1. Tour the building to include other probation officers, courtrooms, records offices, clerks' offices, cafeteria, other personnel reception areas, parking area, etc.

____ 2. Introduce the people whom the new officer needs to know.

____ 3. Introduce security personnel (U. S. Marshal/ special police) assigned to the building. Review of emergency plans, responsibility during emergencies, assignment of keys, etc.

____ 4. Locate records and review file procedures, card files, coding systems, statistics, etc.

____ 5. Discuss daily schedules, staff meetings, office hours, work week, court dates,

calendar planning, work schedules, daily logs, monthly status reports, sick leave, annual leave, and compensatory leave policies.

____ 6. Sign-in/sign-out procedures.

____ C. Familiarization of employee with work tools:

____ 1. Procedure for mail;

____ 2. Procedure for use of dictation equipment;

____ 3. Telephone use, both local and F.T.S.;

____ 4. Use of copy machines;

____ 5. Procurement of supplies and equipment;

____ 6. Location of law library and procedure for use;

____ 7. Standing operating procedures applicable specifically to the office or district;

____ 8. Resource files, libraries, materials, etc., and their use;

____ 9. Assign staff advisors who can help with specific areas during training periods.

____ 10. Assign reading materials in the United States Probation System Operations Manual.

____ Chapter 1 -- Introduction

____ Chapter 2 -- Presentence

____ Chapter 3 -- Institution, Release, etc.

____ Chapter 4 -- Supervision

____ Chapter 5 -- Juveniles and YCA

____ Chapter 6 -- Military Parole

____ Chapter 7 -- Drugs

(Where possible, these reading assignments should coincide with actual or formal instruction on that particular subject. If assigned apart from instruction, allow time for questions to be answered as soon as possible after reading. Also if possible, assigned readings should coincide with assignment of cases. For example, Chapter 2 should be read prior to assignment of the first investigation -- Chapter 6 prior to the first military parole case, etc.)

____ D. Inform new officer of professional groups that might be helpful to his or her development:

____ 1. Federal Probation Officers Association;

____ 2. American Correctional Association;

____ 3. National Council on Crime and Delinquency;

____ 4. State, regional or local associations of correctional or probation personnel.

____ E. Federal judicial system:

During the first week, formal training should be given to provide a working knowledge of the federal judicial system. Readings previously assigned from An Introduction to the Federal Probation System and other materials should be provided for advance study.

____ 1. Court rooms -- the new employee should visit all court rooms to observe actual cases in progress, the role of various court room personnel, and especially the probation officer. Where possible, the observations should be of different judges.

____ 2. Court offices -- the tour should include judges' chambers, marshals' offices, lock-ups, records offices, etc. Introductions should be made to key officials, such as judges, law clerks, secretaries, administrative aides, etc.

____ 3. The court family -- formal sessions should be designed to allow the new employee to meet and become aware of the role, function, relationships, and procedures to be followed between the probation officer and the:

____ a. Judge;

____ b. Magistrate;

____ c. Clerk of the court;

____ d. Bankruptcy judge;

____ e. Court reporter.

____ 4. Other court officers (same procedure as above)

____ a. The United States Attorney

____ b. Private defense counsel

____ c. Federal public defenders and community defenders

____ d. United States Marshal

____ 5. The Constitution of the United States should be reviewed to acquaint the employee with the separation of powers and the establishment of courts.

____ 6. The Supreme Court, its functions, structure, and responsibility.

____ 7. The circuit courts, their division, location, responsibility and function, council, and conferences.

____ 8. The Administrative Office of the United States Courts -- responsibility, organization, function, procedures to utilize services, division, etc.

____ 9. The Judicial Conference of the United States -- membership composition,

utilization of committees, meetings, activities, etc.

____ 10. Local district -- division, organization, key personnel, geographical location, court room procedures.

____ 11. Arrest to conviction -- the new employee should be introduced to the flow of actions involved in a case being processed from the time of arrest to conviction. Include definition and procedures followed in arrest, magistrate hearing, indictment, information, bond, bail, summons, warrant, appointment of attorney, arraignment, grand jury, selection of jury, etc. In addition, each new officer should review the Federal Rules of Criminal Procedure.

____ 12. Probation officer/judge relationships -- include such areas as preference of judges re: conferences, dress, communication, etc.

____ 13. Court calendars -- should include terms of the court, sentencing dates, court session formats, etc.

____ F. Law enforcement agencies:

Before beginning work, the new employee should be introduced to as many law enforcement agencies as possible. It will not be practical to visit and meet the staffs of all of these agencies. Later training may be considered until all agencies have been visited. However, wherever possible, the new probation officer should be allowed to visit the agencies and meet the key staff as soon as possible after employment. In addition, an orientation should be offered to cover role, function, responsibility and procedure of referral for use of the agency. The following agencies are suggested for such consideration:

____ 1. Federal Bureau of Investigation;

____ 2. Local police and special sections such as intelligence division, organized crime section, etc.;

____ 3. Other police -- Federal Protective Agency, GSA guards, park police, park rangers, state and county police, etc.;

____ 4. Treasury Department;

____ 5. Postal Inspection S[illegible]

____ 6. Justice Department personnel -- organized crime and racketeering section;

____ 7. Secret Service;

____ 8. Bureau of Alcohol, Tobacco and Firearms;

____ 9. Drug Enforcement Administration, local narcotics and drug enforcement groups;

____ 10. State probation and parole officers;

____ 11. Sheriffs, city sergeants, etc.;

____ 12. Local jail or correction officials;

____ 13. Internal Revenue Service;

____ 14. Food and Drug Administration;

____ 15. Immigration and Naturalization, Customs, and Border Patrol;

____ 16. Securities and Exchange Commission;

____ 17. Others -- Interjurisdictional Councils, community treatment centers, drug control contract agencies, etc.

ON-THE-JOB TRAINING PHASE
(First to Sixth Month)

Once the orientation phase of training is completed, the new probation officer will be ready to begin working at assigned tasks. Work assignments should be made on the basis of the employee's skill and knowledge. On-the-job training is essential in each stage of work until the officer has obtained the necessary skills to perform assigned tasks.

The order in which work is assigned will depend upon the preference of the chief probation officer, the workload concept of employment (i.e. investigation only, supervision only, presentence report writing only, any combination of these), and the ability of the new officer.

For the purpose of this training checklist, task assignments to be considered in the on-the-job phase of training will follow the job description as outlined in Chapter 8 of the United States Probation System Operations Manual. (Some combination and order changes have been made for editorial purposes.)

____A. *The Probation Officer conducts presentence investigations and prepares presentence investigation reports for his or her own and other U. S. District Courts, and provides the same service to U. S. Magistrates as furnished to the court, when requested.*

In order to accomplish this task, the probation officer needs to know the following:

____ 1. Primary purpose of the report;

____ 2. Use of the report;

____ 3. Secondary purposes of the report;

____ 4. Value of the report to others;

____ 5. Sections or headings and format of the report. (This area is covered in depth in the Manual and in Publications Numbered 103 and 104, published by the Probation Division. It is not necessary to elaborate at this time or in any depth concerning this material. However, trainees should be given a careful introduction to proper format.);

____ 6. Orienting the judge -- procedures for delivery or presentation of the material;

____ 7. Use of report by the court;

____ 8. Confidentiality of report;

____ 9. Security of report;

____ 10. Where information is found and what information is required for each section of the report;

____ 11. Limited or special presentence reports, how requested, how prepared and why. (Publication 104);

____ 12. Recommendations;

____ 13. Techniques of interviewing for information, release of information, advice to defendants;

____ 14. Disposition of cases, notification of court action, procedures if incarcerated, etc;

____ 15. Investigative techniques;

____ 16. Sentencing alternatives -- the new probation officer will require training in sentencing alternatives before he or she can complete their presentence report. (The sentencing alternatives chart of the publication, An Introduction to the Federal Probation System, can be used as a guideline.) Among the alternatives to be studied and explained should be:

____ a. Philosophy of sentencing -- its purpose, the effects of various sentences, etc.;

____ b. Probation -- various conditions, special conditions, purpose, modification of conditions, etc.;

____ c. Incarceration -- regular adult sentences;

____ d. Drug Abuse Prevention and Control Act (See Chapter 7 of Manual.);

____ e. Narcotic Addict Rehabilitation Act. (See Chapter 7 of Manual.);

____ f. Fines, restitution, repayment;

____ g. Deferred prosecution;

____ h. Juvenile Delinquency Act. (See Chapter 5 of Manual.);

____ i. Youth Corrections Act. (See Chapter 5 of Manual.);

____ j. Indeterminate sentence for youth and adult;

____ k. Young adult offenders;

____ l. Mixed sentences;

____ m. Study and observation provisions:

a. 5010 (e);

b. 4208 (b).

____ n. Split sentences;

____ o. Good time allowances;

____ p. Sentencing guides where available and other possible alternatives should be considered, provided and discussed with the new officer.

____ 17. Law -- in addition to sentencing alternatives, the new probation officer should be introduced to laws relating to probation work early in the training period. This introduction should include:

____ a. Common law principles, rules of criminal law and criminalistic terms;

____ b. Statutory provisions relating to the probation officer;

____ c. Appellate court findings concerning:

1. Sentencing;
2. Probation;
3. Parole;
4. Individual rights.

____ d. Review of the U. S. Code to include how to use it, where to find the code, interpretation, etc.;

____ e. Legal aspects of the probation officer's function;

____ f. Special consideration to Title 18, U.S.C.;

____ g. Rules of Criminal Procedure;

____ h. The use of firearms by probation officers (law and policy);

____ i. The power of arrest by the probation officer.

____B. *The Probation Officer supervises persons on probation, parole, mandatory release, and military parole; and, performs such duties as requested concerning the investigation and supervision of military parolees. He or she also cooperates with other federal probation officers and units in making investigations, supervising persons transferred to the district, and performing additional related services as may be requested by other units.*

Once again, the information needed by the new officer to supervise his or her clients overlaps information needed to prepare the presentence report. (Chapter 4 of the Manual should be studied in depth.)

As a means of preparing for this training, the order in which this material is covered in training is not important. What is important is that the new officer be exposed to this information in an orderly fashion to include:

____ 1. Case load:

a. Assignment of cases, how and when;

b. Review required;

c. Introduction of cases;

d. Transfer procedure:

(1) Inter-office transfers;

(2) Inter-division transfers.

____ 2. Probation officer planning:

a. Travel patterns, per diem, travel vouchers, and commutation deductions;

b. Preparation for the day, week, month;

c. Priority of cases;

d. Supervision/investigation balance;

e. Deadlines;

f. Use of calendar.

____ 3. Military parole. (See Chapter 6 of the Manual.):

a. Authority;

b. Release.

____ 4. Opening a new case;

____ 5. Appeals of sentence and their effect;

____ 6. Classification of cases:

a. Maximum;

b. Medium;

c. Minimum.

____ 7. Definition of active and inactive supervision;

____ 8. Detainers;

____ 9. Referrals;

____ 10. Field work requirements;

____ 11. Client travel permission;

____ 12. Pardons;

____ 13. Custody in another jurisdiction;

____ 14. Release for supervision:

a. Death of client;

b. Fugitives;

c. Other.

____ 15. Reporting procedures;

____ 16. Recording contacts;

____ 17. Supervision plans;

____ 18. Review of probation rules:

a. General;

b. Specific.

____ 19. Probation officer/client relationships, ethics;

____ 20. Confidentiality of client-provided information;

____ 21. Early termination;

____ 22. Extension of probation;

____ 23. Group counselling sessions;

____ 24. Special hours of work;

____ 25. Differences in working with youth or juvenile offenders;

____ 26. Techniques of supervision;

____ 27. Caseload management;

____ 28. Use of evaluation scales;

____ 29. Specialized caseloads;

____ 30. Special considerations:

____ a. Enlisting in military service;

____ b. Serving as informer.

____ 31. Letter writing format and techniques.

The above list is not inclusive. Supervision problems are never ending. However, the chief probation officer (or the person designated to provide the training) should encourage the new officer to discuss freely any and all problems related to supervision during the training period and into the future years of service.

____C. *The Probation Officer makes investigations, evaluations, and reports to the U. S. Parole Board when parole is being considered for an offender; develops and investigates community plans for persons to be released from federal or military correctional institutions on parole or mandatory release; and maintains contacts with families of inmates and assists with their problems during the offender's incarceration.*

In order to accomplish these tasks, the new probation officer will require training in the following areas:

____ 1. Bureau of Prisons -- (See Chapter 3 of the Manual.)

____ a. Organization;

____ b. Review of directory of institutions:

(1) Differences between Federal correctional institution, reformatory, camp, etc.

____ c. Pre-release programs;

____ d. Furloughs;

____ e. Residential facilities -- community treatment centers;

____ f. Control activities;

____ g. Community services division;

____ h. Types of treatment available at institutions;

____ i. Future plans;

____ j. Tour -- wherever possible, new probation officers should tour Bureau of Prisons' institutions.

____ 2. U. S. Board of Parole. (See Chapter 3 of the Manual.)

____ a. Organization;

____ b. Function and responsibility;

____ c. Regionalization;

____ d. Hearings -- type, location, composition;

____ e. Supervision criteria;

____ f. Progress reports required;

____ g. What constitutes a violation;

____ h. Setting parole dates;

____ i. Issuing warrants;

____ j. Travel permission for parolees;

____ k. Revocation procedures;

____ l. Termination of parole;

____ m. Work release;

____ n. Pre-release planning;

____ o. Required reports, frequency of reports, reporting forms;

____ p. Types of release;

____ q. Prediction tables;

____ r. Parole certificates;

____ s. Parole rules;

____ t. Special requirements for Youth Corrections Act cases;

____ u. Definition of terms such as: parole, mandatory release, conditional release, etc.;

____ v. Other:

(1) Where possible, the new officer should be invited to observe Parole Board hearings at the nearest federal prison facility.

(2) Required reading should include The Federal Register, Vol. 39, Number 109, Part II, dated June 5, 1974, for background information regarding parole. Special attention should be given to the guideline evaluation worksheets which will need explanation as a part of the training.

____ 3. Community resources:

These will differ from location to location in name and function. However, the following resources should be developed and shared with new probation officers. They need to know where they are, what services they can perform, how to

refer clients to the service, and any special limitations of the agency. A directory of such services is usually available locally; if not, the chief probation officer of the district should develop such a resource for use of his staff. To be considered are:

____ a. Local, county, and state parole officers;

____ b. Non-federal prisons and correctional resources;

____ c. Halfway houses -- private, religious and government;

____ d. Prisoner aid societies;

____ e. Drug treatment programs;

____ f. Alcoholic clinics;

____ g. Mental health clinics and services;

____ h. Family service agencies;

____ i. Department of Public Welfare;

____ j. Legal Aid Society;

____ k. Employment placement services;

____ l. Vocational training programs;

____ m. Emergency services -- hotlines, Salvation Army, church programs, etc.;

____ n. Volunteer programs and services geared toward offenders;

____ o. Bonding services for employment bonds;

____ p. Veterans Administration office;

____ q. Social Security Administration;

____ r. Local courts;

____ s. Suicide prevention clinics;

____ t. Others.

Where possible, the training offered relating to community services should be on-the-site training to personally see the location and to meet with the key staff members of the agency.

____D. *The Probation Officer is responsible for the maintenance of such case records as required by the court, the Administrative Office, and the Chief Probation Officer.*

In addition to what has previously been covered in the checksheet, the officer needs to know:

____ 1. What should be filed;

____ 2. What is not filed;

____ 3. Sequence or order of files;

____ 4. Confidentiality of material in files;

____ 5. Use of files by others;

____ 6. Release of information from files;

____ 7. Necessary statistical procedures for statistical reports originating with his or her office;

____ 8. Requirements of the Administrative Office and the chief probation officer;

____ 9. What data he should collect.

____E. *The Probation Officer makes investigations, evaluations, and recommendations to the court concerning alleged probation violators; and makes investigations, evaluations and recommendations to the U. S. Parole Board concerning alleged parole violators.*

Training already provided above dealing with the court structure, laws, members of the court family, the organization of the Parole Board, supervision techniques and report writing will all be necessary before the new officer can carry out these tasks. In addition, he or she will need to know:

____ 1. Procedures for preparing the violation reports;

____ 2. What constitutes a violation of the conditions of parole or probation;

____ 3. What violation can be handled within the office; by the chief probation officer; and, by formal action.

____ 4. A step-by-step procedure of the action, forms, etc., required in dealing with serious violations;

____ 5. How to terminate a case after a violation hearing is completed;

____ 6. Proper correspondence for formats for replying to requests for evaluations;

____ 7. When and how to request the U. S. Attorney's assistance;

____ 8. Proper procedure for obtaining a warrant or summons;

____ 9. Necessary action on his or her part to prepare for violation hearings.

_____F. *The Probation Officer makes investigations, evaluations, and reports to the U. S. Parole Board on matters pertaining to determination of indeterminate sentences given under the Youth Corrections Act. He or she also gives special attention to the handling of juvenile offenders and youth offenders under the specialized techniques of the Federal Juvenile Delinquency and Youth Corrections Acts, working closely with the court, the U. S. Attorney, the Bureau of Prisons, and the Youth Division of the Parole Board.*

The knowledge necessary to accomplish these specialized tasks has been covered previously in the training checklist. The new probation officer will need to refer frequently to the laws and the Manual for activity in these case areas until he

or she is familiar with all the special requirements and conditions. Chapter 5 of the Manual should be closely studied and used as a ready reference.

____G. *The Probation Officer recommends psychiatric examinations in cases where mental condition is a factor in sentencing. Training must be provided to include:*

____ 1. Sections 4241-4248 of Title 18;

____ 2. Procedure for filing a motion;

____ 3. Interpretation of psychiatric report, definition of psychiatric terms;

____ 4. Facilities available within the Bureau of Prisons for mental examination;

____ 5. Local facilities for mental examination and/or treatment, and local procedures for mental commitments;

____ 6. The legal definitions of mental illness and incompetency to stand trial;

____ 7. Familiarization with abnormal psychology, deviant behavior, methods of psychological testing, etc.

____H. *The Probation Officer keeps informed of new developments and techniques in the correctional field and where advisable and appropriate, applies these to his work.*

The history and philosophy of probation are important background areas upon which the officer can base new knowledge, developments and techniques. He or she should therefore be familiar with:

____ 1. The history of probation;

____ 2. The history of federal probation;

____ 3. The local staff philosophy toward the use of probation;

____ 4. The value of probation;

____ 5. The rights of an individual;

____ 6. Society and social stratification;

____ 7. The overall criminal justice system;

____ 8. The future trends of probation;

____ 9. Sources of knowledge for new trends and directions of probation;

____ 10. Availability of professional journals, materials, etc.

____ 11. Procedure for reporting these new developments to the court and to fellow staff members.

____I. *The Probation Officer makes formal presentations concerning probation and parole concepts and programs to the community, cooperates with community agencies, and participates in community activities.*

To enable the officer to accomplish these tasks, training must be given in:

____ 1. Operation and duties related to assignment at satellite office locations;

____ 2. Dynamics of effective public speaking;

____ 3. Ability to work with community groups;

____ 4. Cultural, ethnic and economic differences relating to the community;

____ 5. Background sociological studies of his or her assigned community;

____ 6. How to begin and when to enter into public relations;

____ 7. Community organizations and active community groups with special emphasis on their purpose and needs;

____ 8. When, where, to whom to identify self;

____ 9. Background information and knowledge related to:

____ a. Narcotics;

____ b. Crime statistics;

____ c. Alcoholism;

____ d. Mental health;

____ e. Suicide;

____ f. Court procedures;

____ g. Other areas.

PROFESSIONALIZATION
(Six Months to Retirement)

Training should be a never-ending requirement of every probation officer. There will always be new laws, new court decisions, new philosophies, new staff ratios, new programs, new organizations, new reports, new studies, new statistics, new requirements, etc. Each of these will require training. The work of the Federal probation officer is never static.

To help the probation officer keep the proper perspective of the importance of this professional growth, the new officer should be given some insight into the importance of training throughout his or her years of service.

The following training should be reviewed and encouraged:

____ A. Training experiences:

- ____ 1. Orientation at the court;
- ____ 2. Orientation by the Federal Judicial Center;
- ____ 3. On-the-job training;
- ____ 4. Refresher training by the Federal Judicial Center every three years;
- ____ 5. Local graduate study -- universities with meaningful programs, availability of LEEP funds or other tuition grants;
- ____ 6. Special tuition grants;
- ____ 7. Training by supervisor;
- ____ 8. Special task assignments, one-of-a-kind assignments, special details.

____ B. Training aids:

1. Films -- There is a variety of excellent films available for use in in-service training programs. Films are available on almost every subject. They can be locally rented, purchased or borrowed from libraries. The Bureau of Prisons maintains an excellent library of films which are available for loan to federal court staffs. The Federal Judicial Center also maintains a modest library of films dealing with probation and related subjects.

   Almost all state libraries have an extensive lending library with current up-to-date films. Films can also be borrowed or rented from some of the leading universities and from the training sections of local and state police and correctional training programs. The source of films is limited only by the imagination of the trainer

2. Publications -- Books, pamphlets, annual reports, etc., are printed and available from a wide variety of sources. The Government Printing Office has hundreds of publications which would be helpful to the probation officer. State and university libraries abound in books related to human behavior and technical subjects related

to counselling and client services. Some important publications which should be reviewed by new and experienced officers are:

____ a. Office memoranda (selected policy type);

____ b. U. S. Probation System Operations Manual;

____ c. U. S. Probation System Administrative Manual;

____ d. An Introduction to the Federal Probation System;

____ e. Title 18, Rules of Criminal Procedure and Criminal Code;

____ f. Federal Probation quarterly magazine;

____ g. Annual Report of the Administrative Office;

____ h. Semi-annual report of the Judicial Conference;

____ i. Annual Report of the Bureau of Prisons;

____ j. Annual Report of the U. S. Board of Parole;

____ k. The Presentence Report -- Publication No. 103;

____ l. The Selective Presentence Report -- Publication No. 104;

____ m. Local procedure manuals;

____ n. The United States Courts -- Their Jurisdiction and Work.

3. Cassettes -- It is the practice of the Federal Judicial Center to record on tape the various presentations that are made by speakers at seminars. After editing, the tapes are converted into cassettes, which are then available for loan for a period of two weeks. To date, there are more than 50 cassettes available for loan on topics specifically of interest to the probation officer. In addition, the tapes made for judges, magistrates, clerks, etc., are often related to the work of the probation officer. A catalogue has been published and distributed to every probation officer. New listings are published periodically in The Third Branch.

Cassettes are being used by a wide variety of persons today for training purposes. Because of this versatility, they can provide training almost any time and at any place. A probation officer with extensive travel time for field trips could easily listen to cassettes as he or she rides in the car between visits.

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